Understanding the English Language Learner A Follow Up to the WPDP/RESource Videoconference with Dr. Jozi DeLeon

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Recapping Critical Points

- By the year 2020 the Culturally and Linguistically Diverse population will be the majority among our young children.

- Culture is a frame for understanding families that is inclusive of multiple features derived from within the family, their community, and their environment. It is not limited by race and ethnicity.

Insight from Project CRAFT

- No two families are alike. Experiences and worldview are individual.

- The lessons of people are their own.

- There are messages given within a family construct that impact self image.

Cultural Responsiveness is a Journey that begins with you!!

Engaging Families

Cultural Continuum Dr. DeLeon

- **Cultural Awareness** – Acquiring basic information
- **Cultural Sensitivity** – Developing Understanding
- **Cultural Responsiveness** – Using knowledge to respond appropriately
- **Cultural Competence** – Using knowledge and skills to explore, develop and provide services

Collecting Family Information in a Culturally Sensitive way

CLAS Strand Paper by Ron Banks
Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering

- Make the purpose of the interview clear to the families prior to conducting it.
- Attempt to establish rapport with the family prior to the information gathering. Remember the importance of introductions spoken of by Dr. DeLeon.
- Use both open ended and close ended questions strategically. Follow the families comfort.

- **Probing for details in a sensitive manner.** (e.g. I noticed some concern in your voice as you were talking about the possibility of surgery for Juan. What are your concerns about this?)
- **Talk** to as many family members as possible.
- **"Funnel"** the information by starting with broad concerns and then getting more specific. (e.g. Do you have challenges managing Lilly's behavior? Then ask are there particular times of day that are more difficult?)
- **Attempting to summarize what the family members are saying** to make sure that providers are interpreting accurately both feelings and content.

Supporting the Development of a Helping Relationship

CLAS Technical Report #11 2001
Deborah Chen, Mary McClean, Rob Corso, and Deborah Burns

- Understanding perceptions and clarifying the **roles and expectations** of the professional and of the family members in the relationship.
- Attend to **personality characteristics** and their **behavioral manifestations**. Trust, respect and open communication most important. MATCH communication and interaction patterns.

- **Worldview differences** exist within the context of families values, beliefs and experiences.
- Understanding the families perception of the child's need as a representation of that families world view.
- Understanding how the family views childrearing and parenting as a reflection of their world view.
- Collectivistic vs. Individualistic orientation.

Factors influencing Service Utilization

- Availability and types of programs and services: Intensity and Service options.
- Recency of immigration / acculturation / language difference.
- Age, background and discipline of EI professional.

So we have to ask ourselves – is it that they don't see a need for service or is it possible that our methods of interaction have not been culturally responsive??

Second Language Acquisition

Recapping Critical Points

- Research conducted on young children identified that second language acquisition is impacted by child's motivation and opportunities within the second language.
- Foundations of language are based within the linguistic context of the child's family.
- Meaningful interaction is important in language development.

- According to Dr. DeLeon's research - monolingual native language approaches for language delayed children did not facilitate acquisition of the second language. Dual language programs were more successful.

Here is what we know about Language Proficiency

Reference: Jill Kemper Mora, Ed.D San Diego State University Cross Cultural Language and Academic Development Website www.coe.sdsu.edu/people/jmora

- BICS – Basic Interpersonal Communication Skills > 2-3 years

- CALP – Cognitive Academic Language Proficiency > 5-7 years

Both are integral parts of language proficiency

- Development of high levels of CALP in the primary language forms basis for similar proficiency in the second language L2.

- Development of high levels of CALP in primary language allows for normal academic progress.

- Development of high levels of CALP in the primary language assists in the acquisition of L2 by increasing range of comprehensible input.

- Promotes positive adjustment to both the minority and majority cultures.

- When given sufficient access to comprehensible L2 input and positive motivation to learn, ELL acquires BICS.

- Research conducted (Jim Cummins) regarding CALP and BICS indicates that language proficiency failure is more evident especially if the development of CALP is disrupted early in life.
- Research tells us that interruptions in BICS and CALP early in life creates poor language skills in both languages.

- According to researchers (Quinn & McNamara 1988) a strong first language gives children
  * A frame of reference
  * Stronger context

We need to base new language within the context of what children already know.

- Research also tells us that language development has a heavy emphasis on parental structures of language.

- (Whitehurst, Valdez, & Menchaca 1988) Reinforcing parental and social environments is necessary for acquisition of L2.

Acquiring English as as Second Language ASHA - McKibbin and Brice

Normal Phenomena of English Language Learners

- Interference or transfer
- Silent Period – Patton Tabors
- Code switching
- Subtractive bilingualism / Language loss

Mckibbin and Brice

" SLP's will make fewer errors in labeling ELL's if we are aware of the normal phenomena and processes that accompany learning a second language. Ideally, we will support children's first languages and cultures, and encourage them to become fully proficient bilingual speaker. "

Making it Work
With The Resources We Have

- Interpreters

- Learning base/core language elements

- Partnerships with families around intervention concepts

- Adding the unknown in the context of known information

Assessment of English Language Learners

Mary McLean PhD. UWM

" ...those responsible for assessing a child for whom English is a second language find that typical instruments and procedures cannot be used, in fact, there is no commercially available instrument which is appropriate for use. Instead, the assessment team will need to design an assessment plan which is tailored to the child being evaluated."

Assessing Young Children for Whom English is a Second Language – Young Exceptional Children Spring 1998
Mary McLean PhD.

Strategies for devising
an Assessment Plan

- Assessment of Language dominance and proficiency.
- Use of informal methods such as observations, interviews, play based assessment in familiar setting.
- Instruments used should be examined for cultural bias by member of cultural group.

- Identify modification necessary – impact scoring but gives informed clinical opinion.
- Testing by one from or very knowledgeable about cultural group.
- Interpreter or cultural guide can be utilized.

Technical Assistance Document
for the category of Developmentally Delayed
and Use of Professional Judgment

New Mexico State Department of Education

The Process of Professional Judgment

- Step One – team member consider if there is enough information/data gathered to make and informed professional judgment decision about the child.
- Step Two – The team organized professional judgment documentation according to one of two basic approaches.

Semi-structured qualitative documentation

Structured rating documentation

- Step Three – Teams are charged with the responsibility of identifying priority concerns and ensuring decisions are made based on a broad array of information.

Parent Priority

Importance to General Ed Curriculum

Pervasiveness

Enduring

Independent of Linguistic Difference

Not Lack of Instruction or Lack of Opportunity